

実践研究

A Report on “English for Science & Technology at UC Davis”:

The Overseas Program of the Colleges of Life Sciences,
Pharmaceutical Sciences, and Sports and Health Science

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Abstract

This paper marshals an original overseas program called “English for Science & Technology at UC Davis” offered by the Colleges of Life Sciences, Pharmaceutical Sciences, and Sports and Health Science, referring to its basic practical concepts, methodologies, and achievements of FY 2013, the first year it was implemented. The program was positioned as the extension of the “Project-based English Program (PEP),” which is the required and shared curriculum of English at the three above-mentioned colleges, and was set to depend mostly on students’ establishing, organizing, managing, and performing autonomous projects based on their interests and concerns. Although all aspects of the program had to be newly created, the activities based on projects had students redirect their attention from learning English to using English by bringing project experience to the fore, which led the program to succeed in improving many students’ English competence. Describing methodologies mainly based on the practice of projects that seems to drive their autonomy, activeness, and positivity, this paper summarizes not only the students’ improvement in English proficiency but also the outcomes of the project activities. The report thus describes a successful example of an overseas program for those who are engaged in developing such programs.

Key words

study abroad/overseas program, Project-based English Program, UCD Program, autonomy, project

1. Introduction

This paper discusses an original overseas program called “English for Science & Technology at UC Davis (UCD) (UCD Program)” offered by the Colleges of Life Sciences, Pharmaceutical Sciences, and Sports and Health Science. Since it was the first year of the program implementation, everything was new. Despite this fact, the students made a spectacular attempt to build the tradition brick by brick. Activities based on projects had them redirect their attention from learning English to using

English. In other words, their active participation with their current and provisional English performance led the program to succeed in improving many students' English competence.

This report is for people who are engaged in overseas programs, as it describes a successful example of one such program. While it of course does not deny that there are many improvements to be made, the students who participated in the program came to exert more activeness compared with the case in the first Pre-lecture, which is eye-opening and widely recognized. They became a well-organized group and saw growth in various abilities, including English proficiency, although the group consisted of more than 40 students, a comparatively large size, and their English level was quite diverse. The program helped to produce many activities, as described later, because it developed and sustained the students' positive attitudes. This paper summarizes the main points, which relate to methodologies to drive the students' autonomy¹⁾, activeness, and positivity, in the form of a practical report. In addition, we acknowledge Dr. Yuji Suzuki, Professor at the College of Life Sciences (currently an Affiliate Professor at Ritsumeikan University), who took charge of a part of the Pre-lectures and offered his guidance to the UCD Program. He advised us on ways of managing the program in detail, and the success of the program owes much to his suggestions.

Before introducing the main body of this article, we present the following fundamental data and information on the UCD Program.

Program name: English for Science & Technology at UC Davis

Inaugural year: 2013

Number of student participants: 42²⁾ (College of Life Sciences: 35, Pharmaceutical Sciences: 5, Sports and Health Science: 2³⁾)

TOEIC-IP Score: 613.0 on average⁴⁾ (Highest: 850, Lowest: 390)

Type of stay: Homestay⁵⁾

Cost: ¥528,219 per student⁶⁾ (Actual fee after scholarships: ¥398,219- ¥528,219⁷⁾)

Couse title / credit: Study Abroad, Special / 4 credits

Target grades: Freshman, sophomore, and junior

Schedule: Thursday, February 6-Sunday, March 9, 2014 (Pre-lectures were set from 6 months before departure: Beginning in September 2013, participants had to attend them every month. After the training program (English for Science & Technology), they had to present their achievement at the conference.)

Supervising: One faculty member was assigned for the entire period (Tsukasa Yamanaka, the author⁸⁾)

2. Methodology of the UCD Program: Concept centering on the “project act”

Originally, the UCD Program was not a fully customized overseas program that Ritsumeikan University developed and signed with UCD. There was a four-week training program called “English

for Science and Technology⁹⁾ (EST)” that the UCD Extension offered to international students, and students at three colleges of Ritsumeikan University were supposed to join it. Therefore, there were opportunities for many students from around the world to participate in the same program, and the training program during their stay in the U.S. was already fixed. As it is impossible to require improvements to the EST four-week program from the first year, the UCD Program was differentiated and implemented effectively by dividing the original method into Pre- and Post-lectures and having it outside the EST curriculum, including homestays. The sections below summarize and explain the UCD Program methodology, which focuses on key concepts and curriculum practice. How the mechanism worked and reached fruition is described further in the next chapter.

2-1. The UCD Program as the extension of the designated English program by colleges, and as a real “PLACE” of transmitting messages

The UCD Program is an expanded Project-based English Program (PEP) course that students at the Colleges of Life Sciences, Pharmaceutical Sciences, and Sports and Health Science must take as the core curriculum of English. The courses that PEP offered were specified as “Recommended Preparatory Study” on the syllabus¹⁰⁾. The students were told repeatedly by the professors and administrative staff in charge of the preopening information sessions and beginning of Pre-lecture that the UCD program is a continued advanced course strongly linked with the shared English curriculum. This intends to create “space and place” in accordance with the fundamental principles of PEP, which aims to make students capable of planning global projects, sending messages, and communicating utilizing English media from all over the world (Suzuki 2010). Therefore, the program will be an ideal opportunity for students to exercise their English proficiency gained in project activities conducted during classes. Under the present circumstances, the subjects that PEP arranges as part of the school curriculum are not able to realize joint collaborative projects among people in global society and their product-communication sufficiently, as the place of transmission is often confined among teachers in charge and registered students. It is far from satisfactory in terms of surroundings that feedback to the projects based on students’ interests and concerns is exchanged promptly and globally; therefore, it remains a long-held challenge that students find it difficult to hold the notion that they actually use English. In addition, the contents of their individual projects are apt to be sort of static and lack of creativity since the space in which they communicate is artificial. That is why the UCD Program requires students to launch and handle “real projects” within the local community of Davis, including regular and international students at UCD and their homestay families.

2-2. Fostering autonomy: Guidance on the project-based act in Pre-lectures

It is a generalization that Japanese university students who choose to study abroad do not have an autonomous attitude, although they are motivated, which should be considered somewhere else as a theme of cultural studies. In the first Pre-lecture, almost all the participants were bewildered by my saying “It is more important in the UCD Program to have ‘what’ you’d like to do than ‘which’ you’d like

to do.” That is to say, although the students were ready to choose and take up activities from the list of what they could do, they were not prepared to create something new, and the opportunity to do so made them perplexed, partly because of their inexperience. The first Pre-lecture was delivered in September 2013, which was six months before the departure. The agenda was how to cultivate students’ active aptitude towards the UCD Program by enhancing Pre-lectures; hence, we dared to bring project experience to the fore and not to consider the students’ English ability. The Pre-lectures became mainly driven by the autonomous project acts of the students, which had much flexibility.

In the lectures, the participants started, conducted, and managed their projects and asked for poster presentations before leaving for the U.S., as their progress reports. The participants were free to conduct the project as individuals or in groups, and they also could take part in more than one project. Consequently, the following projects were put into action before the students visited the U.S., and all the student participants were involved in at least one project below.

- Project 1: Comparison between pharmacies and pharmacists in Japan and the U.S.
- Project 2: Comparison between science laboratories and their research environments at universities in Japan and the U.S.
- Project 3: Interaction in the Japanese Language & Culture Connection (JLCC) group, which regular students majoring in Japanese at UCD voluntarily set up
- Project 4: Unique sightseeing and exchanging in San Francisco
- Project 5: Exploring Japanese-American society around San Francisco
- Project 6: Collaborative investigative study on the problem of alien fish with Illinois College
- Project 7: Planning and implementation of the welcome party for homestay families
- Project 8: Planning and development of a student website for sending information about the students’ activities

While the project details will be shared in the next chapter, the following is mentioned here. Although there was a certain difference among the degree of progress, quality, and commitment depending on the project, the students, who faced the reality that “nothing changes without a change of mind,” started to have discussions incrementally, and the number of students who moved into action increased accordingly. As time progressed, groups based on the various projects arose spontaneously, and mainly senior students took on leadership roles. By holding a series of voluntary discussions, all the students met regularly and engaged in project work more than once a week. Although they attended “official” Pre-lectures six times before coming to the U.S., the participants exceeded the initial prediction for time spent on the projects by continuing their project acts informally every week. They had apparently little choice but to use English in their project progression and their reports containing poster presentations. To produce real places in order to use their English language abilities helped the students feel a sense of ownership of their work, and they gained a considerable degree of experience using English in the Pre-lectures.

Moreover, the act of engaging in real projects in the Pre-lectures opened substantial and close communications among the students. Since the students had already built a strong sense of group solidarity by the time they left for the U.S., upon arriving in the U.S., they attempted to expand their networks among local students of UCD, the community in Davis, international students, and Japanese university students from universities other than Ritsumeikan University. There seemed to be an unbridgeable gap between them and the students from other Japanese universities, who first met each other in the U.S. after leaving Japan. Furthermore, for the sake of coping with the cost of the party for homestay families, which was Project 7 mentioned above, the students hosted a stall at the School Festival of Ritsumeikan University in November 2013, and it was reported that the profit had been allocated to the budget of the welcome party. In the meantime, for the purpose of contact with JLCC in Project 3, they went to several places in Kyoto and compiled the data into a movie to introduce Japan. It appeared that they also communicated with JLCC members using Skype and Facebook before setting off to the U.S. In the same fashion, almost all the projects incorporated visits, interviews, questionnaires, negotiations using e-mail, and communications with social networking services in-person, which were not confined to mere investigations. It is not difficult to imagine that these naturally-arising activities planted the seeds for their activeness in America.

2-3. The UCD Program as a never-ending project

One of the important concepts in the UCD Program is that the program in itself should be regarded as an endeavor and a grandiose project. The author, who led the students, strove to lay the groundwork for improvements for the next year by building an extensive network of faculty at UCD, administrative staff, and researchers, etc., in order to explore various possibilities. On the other hand, the student participants had the mission of finding ways to derive the maximum benefits from their short four-week stay in the U.S. In addition, to all who were involved, including me, having the responsibility of creating a history of the UCD Program for ourselves was not a burden but a challenge. The first year of the program, in which much was left to be desired, certainly fomented the anxiousness of the people, but it also stimulated positive attitudes toward involvement in improving the program.

3. The outcome of the UCD Program: Accomplishments during and after staying in the U.S.

Fortunately, EST brought by the UCD Extension was compatible with PEP by three colleges of Ritsumeikan University. The program introduced much about research, discussion, and presentation, which seemed to foster the students' autonomy and activeness. There were classes on “Listening & Pronunciation,” “Intercultural Research Project,” and “Hot Topics” that EST gave for 50 minutes every day, and classes on “Site Visits,” “Pre-Site Visits,” and “Post-Site Visits” once a week, through all of which they were exposed to English intensively. Since all 50-minute classes were held in the morning, and affiliated classes for Site Visits took place in the afternoon three times a week, the students

basically took classes on Skill Workshops in the context of PEP all morning and then engaged in Project-related activities in the afternoon. Moreover, they could communicate multimodally using English when they went home to their host family. This chapter summarizes the results of efforts in the first year of the UCD Program, focusing on enterprises during and after the stay in the U.S.

3-1. The advancement of English proficiency: Change of TOEIC scores

To demonstrate how the students raised their English competency, it is reasonable to compare their pre- and post-stay TOEIC-IP scores. The scores of 18 students, which consisted of freshmen in FY 2013 and sophomores and juniors who voluntary took it in June 2014, were targeted because not all the students were made to take TOEIC-IP after coming back to Japan in the first year. Table 1 shows the results of comparison.

Table 1. The comparison of students' TOEIC-IP scores between pre- and post-participation in the UCD Program

Student name	Grade	Before the program (maximum TOEIC-IP score)		After the program (TOEIC-IP score of Jun 2014)	Point difference
A	2	615	→	630	Up ↗ 15
B	2	605	→	645	Up ↗ 40
C	2	535	→	550	Up ↗ 15
D	2	475	→	600	Up ↗ 125
E	2	640	→	645	Up ↗ 5
F	3	640	→	450	Down ↘ 190
G	2	625	→	660	Up ↗ 35
H	2	555	→	670	Up ↗ 115
I	2	555	→	615	Up ↗ 60
J	3	575	→	600	Up ↗ 25
K	2	660	→	740	Up ↗ 80
L	2	640	→	650	Up ↗ 10
M	2	575	→	580	Up ↗ 5
N	2	795	→	790	Down ↘ 5
O	4	405	→	435	Up ↗ 30
P	2	730	→	785	Up ↗ 55
Q	3	700	→	735	Up ↗ 35
R	2	590	→	595	Up ↗ 5
Average		606.4	→	631.9	Up ↗ 25.5

Comparatively speaking, the average increase was 25.5 points, and 16 out of 18 students (89%) raised their scores. On the other hand, 2 students (11%) decreased their scores. Although Student F's score dropped drastically and the reason for this should be scrutinized thoroughly¹¹⁾, it seems safe to conclude that, overall, the participants' English proficiency improved.

Meanwhile, needless to say, communicative competence in English cannot be assessed only by TOEIC. The point that I would like to emphasize as a supervisor was that every student communicated well and with confidence with as much as their English ability as possible. They actually performed their sociolinguistic strategy to a communicative degree; in other words, they succeeded in exerting their English proficiency to work out what is called "mutual intelligibility." By sharing their interests and concerns with others and expressing messages with multimodal and multimedia, they elegantly compensated for their lack of proficiency in the language. The environment of understanding one another created a positive growth cycle of further communication, allowing them to accumulate language-use experiences.

3-2. Acquiring experiential knowledge through project management

The project activity discussed in the previous chapter continued during the students' stay in the U.S., which helped them to have more meaningful experiences. Here is a summary of how each project shown in Section 2-2 linked to specific actions and outcomes.

In Project 1, the students visited pharmacies in Davis and the Student Health & Wellness Center¹²⁾ at UCD, where they interviewed pharmacists and medical personnel. In Project 2, they visited UCD science laboratories, where they met and exchanged opinions with the professors in charge. In Project 3, they came into frequent contact with JLCC and also became partners to practice Japanese conversation with regular students who were majoring in Japanese, including members in JLCC. In return, JLCC invited all of them to a Valentine's Movie Night on Friday, February 14, and they watched a Japanese movie together. These relationships continued after the students returned to Japan. In Project 4, they visited San Francisco over the weekend from Saturday, February 15 to Sunday, February 16. They covered some tourist spots in groups guided by each assigned leader, and video-recorded their communications with local people. The whole tour was well planned, with the inclusion of care of safety. In Project 5, they went to Japan town in San Francisco on the weekend of Saturday, February 22 to Sunday, February 23 to perform fieldwork. They observed Japanese-American institutions and interviewed Japanese-American locals. In Project 6, they conducted joint research comparing the problems of ecological destruction by fish of foreign origin in Lake Biwa and the Illinois River. The project leader was sent to an international conference held at Illinois College by Kubo Laboratory of the College of Life Sciences, to which she belongs, after returning to Japan. She gave a joint poster presentation with a student of Illinois College, which should be evaluated highly for the undergraduate level. In Project 7, the students hosted the welcome party for homestay families with full planning and management on Saturday, February 8. They prepared Japanese dishes using foodstuff that they had brought from Japan and ran programs of Japanese plays such as bilboquet and spinning-top, paper folding, calligraphy, a Japanese quiz, etc., so that the invited guests could experience part of Japanese culture. Although it took a few days since they arrived in the U.S., they conducted the event beautifully, and it was well received by all. The event planning included the reservation of space to food shopping on-site; many host families attended with pleasure in spite of the inclement weather. In

Project 8, the students set up and maintained a Facebook group page¹³⁾ from before to after staying in the U.S. to share the progress and achievement of each student project. They also built the student website for the UCD Program¹⁴⁾. They contributed much to maintain participants' motivation and share information by conducting many interviews and data reduction in order to make the website contents.

After returning to Japan, the students participated in a debriefing session at Ritsumeikan Rohm Plaza on Monday, March 31¹⁵⁾. They reported all the practices from their stay in the U.S., including their project activity. They also fully planned, organized, and managed the session, and they had prepared the conference room on the previous day, Sunday, March 30. Even after the session and into FY 2014, they kept communicating with the people they had met in the U.S. They met UCD students in the spring semester, who came to study Japanese at Kyoto Seika University, exchanging information in advance. They also reported that they never failed to meet up with those who were related to the faculty and students of UCD visiting Japan. Furthermore, some voluntary students established a student association called "Borders" for which they won the scholarship "Manabi no Shudan Keisei Joseikin (a scholarship of forming a community for their own learning) of Ritsumeikan University in FY 2014." The group's purpose is to support the UCD Program by imparting their experience as members of the inaugural group to future students who will join the program individually and by organizing various events for this aim.

Gaining the abilities of autonomy and activeness could be interpreted as acquiring competence of "expressing themselves" in the context of PEP, which means that respective students became aware of their own communication ability, including English competence, and they surely attained their "place" on one level or another. Once they knew that place, they cognized that there was much room for participating actively, and they started with from what they could do-a project in the UCD Program. Driving forward real projects led them to experience real English use, and at the same time, it cultivated their humanity and communication capacity. Also, since the students received enthusiastic responses to their projects, they put greater passion and energy into accomplishing the work. It may be concluded that this benevolent cycle worked well in the UCD Program. The following figure summarizes all activities of the UCD Program.

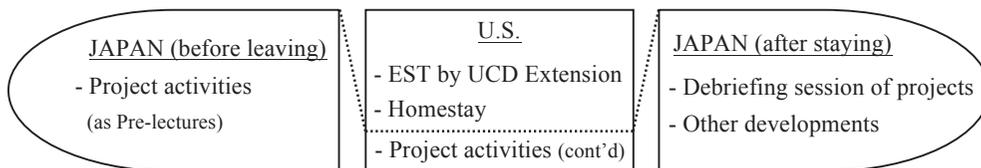


Figure 1. The flowchart of the UCD Program

4. Discussion

Although the UCD Program seemed to pull off many achievements in its initial year, there is much to be improved and developed. It goes without saying that it is important to continue the program and create traditions. Fortunately, 40 students were selected to participate in the UCD Program of FY 2014, which means the program succeeds in maintaining almost the same size as the inaugural year. We have devoted much effort to making the contents of the program more meaningful and beneficial by exchanging visits and holding a series of discussions with Mr. Nariyuki Fujita, who is a representative of EST at UCD, as of the time of writing report (September 2014)¹⁶⁾. In addition, the faculty and administrative staff are collaboratively engaged in trying to improve the environment and homestay conditions further, and reducing the overall program cost.

There is a model program for the UCD Program, which is called “Keio University, College of William & Mary Cross-cultural Collaboration¹⁷⁾”. The program was originally developed in 1990 at Shonan Fujisawa Campus of Keio University (SFC) by Dr. Suzuki, a former professor of the Faculty of Environment and Information Studies of Keio University. Now the program has been organized not by SFC but by Keio University as a whole, and firmly embedded in the education of both universities up to the present date. It was an overseas program for a short period that SFC produced and expanded completely, and the people in the local community accepted students’ homestay voluntarily when SFC alone managed the program. While they stayed in the U.S., the students attended skill workshops and discussion classes in the morning, and they conducted projects as fieldwork in the afternoon. In these projects, they researched issues in American society such as race, religion, housing, music, gender, sports, and pastimes, etc., from an anthropological point of view, and delivered oral and written presentations. A point that should be focused is that these kinds of projects were benignant not only for the Japanese students but also for their American counterparts. Extra credits were offered to graduate students of the College of William & Mary (W&M) who participated as teaching assistants as a part of their research. It is said that since it was also a valuable program for W&M, W&M students could receive credit, and the cost that the students of Keio University covered became suppressed gradually with the lapse of time.

The UCD Program relies on the UCD Extension, so that it is currently unfit to start negotiations for the program cost. However, suppressing its cost is attractive in terms of opening up opportunities for more students to study abroad. Moreover, the merit of development of the original program with the collaboration of Ritsumeikan University and UCD should be considered earnestly, taking into consideration that three colleges offer the original and peculiar English curriculum named PEP. A radical revision or major improvement of the program might be necessary for fostering reciprocal relationships between Ritsumeikan University and UCD. Furthermore, it is crucial that how the program is linked with the research specialties of each student. “Improving the UCD Program” is a project I lead. Through cooperation with the administrative staff, student participants, and past student participants, the program has to be developed with a medium- and long-term perspective.

Notes

- 1) In the education literature, since many definitions of “autonomy” have been proposed by contemporary theorists, defying it is something that this paper cannot handle. Therefore, it adopts an idea from Benson (2001: 51), which argued collective meaning of autonomy. He described, “In general, we may be able to observe whether learners display a greater degree of control in particular aspects of their learning. For example, we may be able to say that they are more able to self-asses their learning, to reflect on the value of their learning activities, or to design their own learning programs.” Also, this paper uses the terms of “activeness” and “positivity” interchangeable with “autonomy.”
- 2) The total number of applicants (students who submitted documents for first selection) was 49, and screening was done by examining the applications and interviews. There were 42 final student participants who finished the four-week EST overseas program. Reasons for the decreased in the number of participants included declination due to personal matters.
- 3) The ratio of male to female students was 19 to 23. There were comparatively more female participants.
- 4) Scores were gathered from the highest scores that students achieved each June and December on the TOEIC-IP examination at school. Students must take TOEIC-IP examination obligatorily when they are freshmen and sophomores, so junior students should have four scores of it.
- 5) Regarding homestays, “single placement (one student per family)” was strongly requested of the homestay providers. However, many kinds of overseas programs that the UCD Extension offered overlapped in those days. As a result, single placement, which meant that each student was separated into a different family, was surely guaranteed, and in return, the students had to agree to mix with other overseas students, including ones from Japanese universities.
- 6) This included the program fee, transportation service (from and to the airport in the U.S.), a round-trip airline ticket (the airport imposed taxes in Japan and the U.S., fuel surcharge, and aviation insurance), fee for a visa application and its agency commission, accommodation fee (homestay with three meals a day), and fee for bicycle rental. It excluded the cost of travelers insurance, passport fee, transportation service (from and to the domestic airport), on-site meal expenses (additional), on-site personal expenses (e.g., telephone bill, medical expenditures, etc.), excess baggage charge and others.
- 7) A difference of ¥130,000 existed depending on whether they won fellowships or not.
- 8) The amount of cost for the supervision was implemented by the budget of the College of Life Sciences.
- 9) http://extension.ucdavis.edu/unit/international_english/science.asp
- 10) Searchable from Ritsumeikan Online Syllabus: <http://www.ritsumei.ac.jp/acd/ac/kyomu/gaku/onlinesyllabus.htm>
- 11) According to the interview with F on drastic drop of the score, she confessed that she had not demonstrated an ability because of feeling ill at that time.
- 12) <http://shcs.ucdavis.edu/about/shwc.html>
- 13) <https://www.facebook.com/groups/410499435762037/>
- 14) <http://stu.pep-rg.jp>
- 15) Ritsumeikan University Official Web Site: Pick Up News 2014 (http://www.ritsumei.jp/pickup/detail_j/topics/12709/date/3/year/2014)
- 16) By August 2014, Mr. Fujita had visited the College of Life Sciences, Ritsumeikan University twice, in June 2013 and June 2014, to have meetings about the further development of EST. Similarly, persons related to Ritsumeikan University, including me, called in UCD twice, in August 2013 and August 2014, to exchange opinions.

- 17) http://www.ic.keio.ac.jp/keio_student/short_prog/summer/wm.html (Keio University), <http://www.wm.edu/offices/revescenter/globalengagement/programming/keio/index.php> (College of William & Mary)

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生命科学部・薬学部・スポーツ健康科学部の独自海外留学プログラム「カリフォルニア大学デービス校 (UCD) における English for Science & Technology」の報告

—初年度の実践を振り返って—

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要 旨

本稿は 2013 年度より開始された、生命科学部、薬学部、スポーツ健康科学部独自の海外留学プログラム「カリフォルニア大学デービス校における English for Science & Technology」について、依拠する実践コンセプト、初年度の成果について要点を纏めたものである。本プログラムは上記 3 学部で実施されている共通の英語必修カリキュラム「プロジェクト発信型英語プログラム (Project-based English Program: PEP)」の延長として位置づけており、参加学生の興味・関心に基づいた自律的なプロジェクト群の立ち上げ、組織化、運営、実施にその成果の大部分を負うものとした。全てがゼロからのスタートであったが、プロジェクト活動をあえて全面に押し出すことで、参加学生の意識を英語を学ぶものから使うものへと変え、結果的に英語力の向上を見せる多くの学生を生み出すことに成功した。本稿は参加者の能動性、自律性、積極性を生み出したと思われるプロジェクト活動に基づいた方法論を中心に記述し、英語能力のみならず、プロジェクトによる成果を纏める。本報告は海外留学プログラムに従事されている様々な関係者にとって、特異な「成功」事例として示すことができるだろう。

キーワード

海外留学プログラム、プロジェクト発信型英語プログラム、UCD Program、自律性、プロジェクト